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ABSTRACT

This report traces the development of the art program in the Des Moines (Iowa) Independent Community School District and provides an assessment of current practices and procedures in the system. Future plans are delineated for improvement of the art program. The paper is divided into seven sections: (1) mission; (2) context evaluation; (3) input evaluation; (4) process evaluation; (5) product evaluation; (6) future plans; and (7) appendices. The goals serving as fundamental guidelines include: (1) to develop knowledge and skills necessary to express ideas visually; (2) to develop awareness of the role of art in past and present cultures; (3) to develop an understanding of the visual world; (4) to develop skills for making informed aesthetic judgments; and (5) to develop an integration of the visual arts with other disciplines in the curriculum. (EH)

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96-044

ED 405 272

Des Moines Independent Community School District
Instructional Support Services
Des Moines, Iowa 50309

Program/Evaluation Report
1995 - 1996

Art K - 12

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Focus on Program Evaluation

Donna Davilla
Art Facilitator
March 1, 1996

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ART (K-12)
EVALUATION ABSTRACT

Context Evaluation

The Visual Art Program will provide all students with opportunities to learn about art, develop skills, and experience creative self expression.

To help students understand the past, participate creatively in the present, and adapt to the future the following five goals are fundamental guidelines for educating young people in the visual arts. These goals are:

1) To develop knowledge and skills necessary to express ideas visually.
2) To develop awareness of the role of art in past and present cultures.
3) To develop understanding of the visual world.
4) To develop skills for making informed aesthetic judgments.
5) To develop integration of the visual arts with other disciplines in the curriculum.

Art instruction in the Des Moines Schools is activity centered and directed, according to specific learning outcomes outlined in the Art Curriculum Guide. Increasing emphasis is being given to developing thinking skills and to coordinating activities with cognitive content.

The responsibility of the facilitator of art is to maintain and promote quality art instruction for all students in the Des Moines Public Schools. These responsibilities are fulfilled by performance of the following organizational tasks:

1) Reviewing, researching, and studying ways to improve the art program.
2) Studying the art objectives with teachers, parents, and administrators.
3) Selecting appropriate materials with the support of committees.
4) Providing leadership with teachers in the implementation of new materials and the processes to use in teaching art.
5) Organizing and/or conducting in-service, staff development classes, and workshops.
6) Observing students in classrooms and noting strengths and weaknesses in the art program.
7) Organizing and facilitating art exhibits.
8) Serving as a liaison between the district and community art agencies.

Input Evaluation

The 1994-95 District Budgets with which to facilitate the Art Program include:

- Professional Technical (workshop and exhibit needs).
- General Supplies (supplementary elementary school needs).
- Equipment (for elementary art rooms).
- Equipment Repair (for all art equipment).
- Materials for the Art Library (library books, magazines, prints, computer software).
- Part Time Help.

In addition, the program utilizes funds from the Textbook Budget and the Curriculum Development/Materials Selection Budget. In 1994-95, $4,272 was budgeted for committees to engage in curriculum development and materials selection. A committee is currently studying and evaluating computer software in the upper elementary, grades 4 and 5, for an adoption in 1996. From the decentralized budgets, each building allocates funds to support art activities and provide consumable supplies. For 1995-96 in the senior high schools, $25,460 is budgeted for supplies; in the middle schools, $23,552 is budgeted; and in the elementary schools, $20,669 is budgeted for consumable supplies. Human resource expenditures in 1995-96 totaled $2,033,131.

Process Evaluation

The District Improvement Plan contains belief statements that directly relate to the art program:

- Students must experience the arts and culture of the community.
- Technology should support teaching and learning.

Computers are widely used commercially in graphic production and are rapidly becoming essential in art rooms. Computer technology and interactive media rely heavily on the language of the arts in terms of images, sounds, colors, and movements. Visual images are fast becoming the focus of attention, because of their inherent power to communicate meaning. Students need tools in which to contextualize their image making. A major goal of Goals 2000 is to help create a culture whose members can read and create compelling images, and can critically decode their contents.

Computer hardware and software, needed in every art classroom, will allow teachers the opportunity to bring a multitude of art imagery and information into the classroom as a reference tool. Students will have opportunities to explore and create imagery with this tool. The curriculum adoption committee is exploring the purchase of a software package to facilitate these needs.

Many staff development classes and art workshops are offered to our teachers with topics ranging from computer graphics to the Reggio Emilia approach. An Art Advisory Council assists the art facilitator in making recommendations of teacher needs regarding in-service training.

Product Evaluation

Nationally, students of the arts consistently outperform their non-arts peers on SAT scores. This fact has been documented by the College Entrance Examination Board. These arts courses include studio art, design, and photography.

North Central Evaluations of our art program are consistently high. Areas of commendation received in 1990 include:

1) Support of the program from administration.
2) Success of students shown through awards and achievements.
3) Numbers of students who choose to pursue an art related career.
4) Experienced and dedicated art faculty.
5) A curriculum that fits student needs.

Awards presented to art students include honors from the local to the national levels. In 1994-95, the variety of exhibition opportunities given to students ranged from exhibits shown in their home school to an exhibit at the Corcoran Gallery in Washington, D.C. Art scholarships have been received by our students which range from classes at the Des Moines Art Center to college tuition grants.

Future Planning

The following needs, listed in order of priority, will guide the direction of the art program:

- Additional staff to increase student contact time.
- Equitable funding districtwide to meet student needs for computer technology, equipment, materials, and supplies.
- Additional resources such as computer software, CD-ROM, books, and an adequate central space to house it.
- Collaboration time for interdisciplinary teaching and for staff development performed in adequate facilities.
- Improved facilities and adequate space in buildings.

A copy of the complete report is available upon request from the Department of School Improvement and Employee Relations, Des Moines Public Schools, 1800 Grand Avenue, Des Moines, Iowa 50309. Telephone 515/242-7836.

ART, K-12

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March 1996

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DISTRICT MISSION STATEMENT

DES MOINES INDEPENDENT COMMUNITY SCHOOL DISTRICT

DES MOINES, IOWA

"The Des Moines Independent Community School District will provide a quality educational program to a diverse community of students where all are expected to learn."

ART PROGRAM MISSION and GOAL STATEMENTS

The following statements and goals are written by curriculum adoption committees. These beliefs guide instruction in the visual arts.

The Visual Arts Program will provide all students with opportunities to learn about art, to develop skills, and to experience creative self expression.

To help students understand the past, participate creatively in the present, and adapt to the future, these five goals are proposed as fundamental guidelines for educating young people in the visual arts.

GOAL ONE

To develop knowledge and skills necessary to express ideas visually.

GOAL TWO

To develop awareness of the role of art in past and present cultures.

GOAL THREE

To develop understanding of the visual world.

GOAL FOUR

To develop skills for making informed aesthetic judgments.

GOAL FIVE

To develop integration of the visual arts with other disciplines in the curriculum.

CONTEXT EVALUATION

HISTORY

Art, as a subject, was introduced in the Des Moines Public Schools 104 years ago. At that time the art curriculum consisted mainly of drawing exercises which were oriented to develop eye-hand coordination. The rationale of that period strongly emphasized the development of manual skill, the power of perception, and the appreciation of beauty and morality. These first lessons were taught by the regular classroom teacher as few specially trained art teachers were available. It was generally believed that the teaching of art required the same skills as the teaching of other subjects and, at least at the elementary level, the classroom teacher better understood the child's needs. As the tradition of crafts and craftsmanship was strong in this era, the industrial approach to art, with its emphasis on usefulness and the work ethic, allowed "drawing" to flourish in the curriculum.

In 1892, seven years after drawing was included in the curriculum, Mrs. Mary A. Roberts was elected as the first drawing supervisor. The district at this time was composed of twelve buildings with 3500 students. It is assumed that in Mrs. Robert's capacity as supervisor, she did actually design and supervise the art program. In 1898 Mrs. Emma E. Stratford was appointed "Drawing Supervisor." Mrs. Stratford was followed by Mrs. Lucy B. Chapman and the title was changed to Art Supervisor. An excerpt from Mrs. Chapman's report to the Superintendent in 1901 imparts some interesting philosophy of that time. "For mental concept work, I have developed the plan of adding a beautiful picture every day from life or nature to the pupil's mental picture gallery, the pupils fixing these pictures of beauty of scene, or good and noble deeds, so clearly within their mental vision that they can be described or drawn at will," she wrote. "This has proved a moral uplift, filling the mind with good, the true and the beautiful." Mrs. Chapman served as supervisor until 1909. Subsequent supervisors are listed:

1909 - 1914	Miss Frances Keffer	1959-1978	Miss A. Ruth Moberly
1914 - 1940	Miss Estelle Hayden	1978-1986	Mr. Fred C. Hiatt
1940 - 1959	Mrs. Bernice V. Setzer	1986-1992	Mr. Henry E. Kester
		1993-present	Ms. Donna E. Davilla

After Mr. Kester retired in 1992, the art program was supervised during the 1992-93 school year, by a committee of seven art teachers. This committee was comprised of one high school, two middle school, and four elementary art teachers. This method proved to be inefficient and an art facilitator was named in 1993. Donna Davilla has held that title from 1993 to the present.

In 1920, courses in manual training and home economics were implemented in the junior high schools and the time allotted to art in the elementary grades was nearly doubled. "Practical Arts" was introduced in five schools and later in all elementary schools. Certified art teachers were hired and required to attend Saturday in-service classes. Since that time, art has been established as part of the curriculum of every elementary and secondary school. The program expanded and flourished over the years, with well-developed art facilities incorporated into all but a few of the oldest buildings. All secondary schools had strong well-staffed programs. Elementary programs were less consistent with many buildings electing to be self-contained. By 1967, when Hoover High School opened, Des Moines schools' student enrollment peaked at 46,561. At that time the art program was staffed by 59 teachers: 33 secondary and 26 elementary with 2.5 additional teachers assigned as consultants. Subsequent years of declining student enrollments with accompanying staff reduction adjustments brought the number of art teachers down to 49 by 1983. Since then, with the establishment of elementary time allotments, the number has recovered to its present level of 68 art teachers, who teach full or part-time in our regular and special programs but with the loss of consultant assistance.

Until 1983 when Des Moines schools were restructured into the present grade level format, there were no set time allotments for subject offerings in the elementary schools and art was offered (or not) as a matter of building choice with choices varying from one year to the next. At one time there were as many as twenty elementary buildings where art was taught only by the classroom teacher. In these situations, art consultants devoted time for in-service workshops to train self-contained teachers in art instruction. With school restructuring, time allotments were established for grades kindergarten through five and by 1985 art was taught in all forty-two elementary buildings by specially certified art teachers. While specific time allotments were district policy, we were not sufficiently staffed to meet them until the 1988-89 school year.

The new middle school structure, with 6th grade added and 9th grade moved to high school, brought the most change to the art program. As before, seventh grade had art alternating days for about one hundred fifty minutes weekly for one semester or the equivalent of forty-five hours. Sixth grade art was put on the exploratory wheel and offered daily for nine weeks or the equivalent of thirty-two hours of art instruction. Time devoted to art for both grades six and seven is now considerably less than in the past and twenty-two hours less than is now given to fifth grade students.

Restructuring had little effect on the high school art curriculum. No new courses were added to accommodate ninth grade students. They enrolled in first year art as did all other high school students who elected art. Central Campus retained the commercial art course formerly offered at Des Moines Technical High School.

With site-based management, some elementary schools have chosen to "buy" more art time for their students. This is accomplished when an individual elementary building sees increased needs for art instruction at their site. This building may elect to use its points to purchase extra art instruction time. This increase in art teaching time at specific sites has increased the number of art positions to 36 at the elementary level, and 23.5 at the secondary level.

IOWA STATE MINIMUM STANDARDS REQUIREMENT ART TEACHER ENDORSEMENT

#113/114 Art (K-6 or 7-12)

Completion of 24 semester hours in art to include coursework in art history, studio art, and two and three dimensional art.

DEVELOPMENT OF CURRICULUM

The curriculum now being followed in the Des Moines schools is the result of the cooperative efforts of the art teachers and the art facilitator. Since the first art curriculum guide was printed in 1957, it has been revised and rewritten several times. In 1960 a completely structured program was developed with a specific sequence from kindergarten through high school. There were three different guides, one for each level. By 1968 in response to growing emphasis on behavioral objectives, the art department had formulated a new kindergarten through six guide with expected outcomes expressed for each area of learning. A secondary guide using the same behaviorally stated format was printed in 1976. The current kindergarten through twelve Art Curriculum Guide covers all grade levels and is available in a loose-leaf binder volume or a floppy disk in a

Macintosh or DOS version from the art facilitator. The current curriculum guide was printed in the fall of 1995 and follows the standards and framework set down by the National Art Education Association and the Iowa Department of Education.

See Appendix A for sample art objectives.

PROGRAM DESCRIPTION

Art education in the Des Moines Public Schools begins with kindergarten and continues as a basic part of the curriculum with a structured sequence through the seventh grade. Art in grades eight through high school are offered on an elective basis. High school courses are taught as semester units with one half credit given for each course.

Elementary Schools

Except for the Downtown School, art is now taught in all forty-two elementary buildings, to all students, by certified teachers and in all but a few situations, in specially designated and equipped art rooms.

Middle Schools

Art in middle schools is required in sixth and seventh grades and offered as an elective in eighth grade. All sixth and some seventh grades alternate art with other subjects grouped on an Exploratory Wheel. These classes meet daily for nine weeks. Eighth grade art meets either daily for one semester or on alternating days for the full year.

High Schools

The high school program consists of two subject area distinctions: 1) visual or graphic arts and 2) crafts with each being implemented in separate appropriately equipped facilities. The visual art courses are oriented to design, drawing, painting, lettering, printmaking, graphics and other two-dimensional materials. Crafts emphasis is design in three-dimensional materials such as wire, metal, wood, clay, plastics, textiles, etc. A general introductory course, Art 1 and 2, is a pre-requisite for all other art courses except Art Appreciation, Photography, and Woodcarving which do not require drawing background for the successful completion of these courses.

Alternative Programs

Alternative programs in Des Moines where art contributes significantly to the curriculum are Casady and Scavo High Schools, PACE, Des Moines Child Guidance Center, Orchard Place, and Smouse and Van Meter Schools.

Magnet Schools

A task force of parents, teachers, and administrators investigated and planned the magnet concept for certain elementary schools. Under the proposal, a system of significant alternatives would be available to all district elementary school children. Parents could choose to enroll their children in any one of several different innovative schools. One program was to be of such quality in art,

drama, dance, music, etc. that it would serve as a magnet which would attract pupils from the total district. The participants in the task force further stated that the school staff should create, implement, and continue a child-centered curriculum which would ensure the development of academic skills, positive self-concept and social intelligence. The overriding purpose of the magnet programs was to draw students to the school in order to achieve a racially balanced student body composition.

At the present time, Edmunds Academy of the Fine Arts continues as a successful example of the magnet concept with a Fine Arts emphasis.

District Requirements

Elementary -- Art is a standard part of the elementary curriculum. Time allotments are:
Kindergarten -- 30 minutes weekly
First and Second Grades -- 60 minutes weekly
Third, fourth and fifth grades -- 90 minutes weekly

Middle School -- Art is required in sixth and seventh grades.
210 minutes weekly -- nine weeks
Eighth Grade (elective) -- 105 minutes weekly - all year or 210 minutes for 18 weeks

High School -- One unit of credit is required in either Fine or Applied Arts for graduation.

PROGRAM OVERVIEW

The Art Curriculum Guide is available upon request from the art facilitator. The guide has descriptions and instructional objectives for all courses listed below.

Level	Weekly Time Allotment	Title/Description	Textbook(s)/ Curriculum Materials
Grade K	30 minutes 36 weeks	Art -- Appreciation, Design, Drawing, Painting, Printmaking, Manipulation	Teacher Resource Materials
Grades 1-2	60 minutes 36 weeks	Art -- Appreciation, Design, Drawing, Painting, Printmaking, Lettering, Manipulation and Construction	Teacher Resource Materials
Grades 3-5	90 minutes 36 weeks	Art -- Appreciation, Design, Drawing, Painting/Color, Printmaking, Lettering, Manipulation and Construction	Teacher Resource Materials
Grade 6	210 minutes 9 weeks required	Exploratory Art -- Appreciation, Design, Drawing, Painting/Color, Lettering, 3-Dimensional	Exploring Art
Grade 7	210 minutes 9 weeks required	Intermediate Art -- Appreciation, Design, Drawing, Painting/Color, Lettering, 3-Dimensional	Exploring Art
Grade 8	210 minutes 18 weeks Elective	Preparatory Art -- Appreciation, Design, Drawing, Painting/Color, Printmaking, Lettering, 3-Dimensional	Exploring Art
Grades 9-12	275 minutes 18 weeks each level Prerequisite for following courses	Art 1 and 2 -- (2 units) Aesthetics, History, Design, Drawing, 2- and 3-Dimensional Techniques, Problem Solving, Assessment	The Visual Experience
Grades 10-12	275 minutes 36 weeks	Drawing/Painting -- Observation, Composition, Color Theory, 2-Dimensional Techniques, History, Assessment	Teacher Resource Materials
Grades 10-12	275 minutes 36 weeks	Commercial Design/Printmaking -- Layout, Typography, Printing Processes, Problem Solving, Career Study	Teacher Resource Materials
Grades 10-12	275 minutes 36 weeks	Pottery/Sculpture -- Materials/Processes, Form/Function, History, Career Study	Teacher Resource Materials
Grades 10-12	275 minutes 36 weeks	Crafts/Jewelry -- Construction/Decoration, Materials/Processes, History, Career Study	Teacher Resource Materials
Grades 9-12	275 minutes 36 weeks No Prerequisite	Photography -- Observation, Equipment/ Processes, Exposure Factors, Developing, Printing, Composition, History, Career Study	The Photographic Eye
Grades 9-12	275 minutes 36 weeks No Prerequisite	Art Appreciation -- Awareness, Major Art Forms, History, Art relationship to human needs, Vocabulary	Teacher Resource Materials
Grades 11-12	800 minutes 36 weeks	Commercial Art (Central Campus) -- Illustration, Design, Computer Graphics, Career Study	Teacher Resource Materials
Grades 11-12	275 minutes 36 weeks Teacher Permission	AP (Advanced Placement) -- Art: Studio Art -- General Portfolio -- Materials/ Processes, Aesthetics, Form/Function, Expression, History/Culture, Community, Assessment	Teacher Resource Materials

FIRST SEMESTER ART ENROLLMENTS FOR 1995-1996

High School Art Courses **Building Enrollment as of September 15, 1995**

East **1,824**

Building enrollment by subject	Art enrollment
Art 1	148
Drawing and Painting	36
Commercial Design	18
Pottery and Sculpture	18
Crafts and Jewelry	17
Commercial Art -- Central Campus	4
Total art enrollment	241
Percent of total building enrollment	13

Hoover **Building Enrollment** **1,108**

Building enrollment by subject	Art enrollment
Art 1	98
Drawing and Painting	40
Commercial Design	30
*Pottery and Sculpture	0
Crafts and Jewelry	38
Photography	15
Commercial Art -- Central Campus	1
Total art enrollment	222
Percent of total building enrollment	20

Lincoln **Building Enrollment** **2,037**

Building enrollment by subject	Art enrollment
Art 1	154
Drawing and Painting	66
*Commercial Design	0
*Pottery and Sculpture	0
Crafts and Jewelry	21
Commercial Art -- Central Campus	10
Total art enrollment	251
Percent of total building enrollment	12

North **Building Enrollment** **1,164**

Building enrollment by subject	Art enrollment
Art 1	92
Drawing and Painting II	40
Drawing and Painting III	22
*Pottery and Sculpture	0
Crafts and Jewelry	12
Special Education Art	6
Commercial Art -- Central Campus	7
Total art enrollment	179
Percent of total building enrollment	15

*Not all courses are offered every semester.

Roosevelt **Building Enrollment** **1,569**

Building enrollment by subject	Art enrollment
Art 1	157
Drawing and Painting	28
*Commercial Design	0
Pottery and Sculpture	47
Crafts and Jewelry	33
AP Art	22
Commercial Art -- Central Campus	1
Total art enrollment	288
Percent of total building enrollment	18

*Not all courses are offered every semester.

Middle School Art Courses

According to the Des Moines Schools' Curriculum Summary, art is required in the 6th and 7th grade. Deviations are due to variations in building policy -- one explanation would be special programs are not scheduled on the exploratory wheel.

Brody **Building Enrollment** **734**

Building enrollment as of September 15, 1995		Art enrollment
6	238	188
7	254	196
8	242	212
	Total art enrollment	596
	Percent of total building enrollment	81

Callanan **Building Enrollment** **728**

Building enrollment		Art enrollment
6	244	130
7	234	100
8	250	79
	Total art enrollment	309
	Percent of total building enrollment	42

Goodrell **Building Enrollment** **677**

Building enrollment		Art enrollment
6	225	225
7	240	86
8	212	72
	Total art enrollment	383
	Percent of total building enrollment	57

Harding **Building Enrollment** **839**

Building enrollment		Art enrollment
6	298	208
7	258	182
8	283	100
Total art enrollment		490
Percent of total building enrollment		58

Hiatt **Building Enrollment** **530**

Building enrollment		Art enrollment
6	169	169
7	179	140
8	182	90
Total art enrollment		399
Percent of total building enrollment		75

Hoyt **Building Enrollment** **613**

Building enrollment		Art enrollment
6	198	194
7	234	145
8	181	86
Total art enrollment		425
Percent of total building enrollment		69

McCombs **Building Enrollment** **595**

Building enrollment		Art enrollment
6	220	208
7	202	184
8	173	71
Total art enrollment		463
Percent of total building enrollment		78

Meredith **Building Enrollment** **774**

Building enrollment		Art enrollment
6	247	246
7	266	264
8	261	109
Total art enrollment		619
Percent of total building enrollment		80

Merrill **Building Enrollment** **550**

Building enrollment		Art enrollment
6	183	126
7	189	142
8	178	82
	Total art enrollment	350
	Percent of total building enrollment	64

Weeks **Building Enrollment** **742**

Building enrollment		Art enrollment
6	254	252
7	246	190
8	242	122
	Total art enrollment	564
	Percent of total building enrollment	76

Elementary Art Courses

All elementary students receive art instruction. As of September 15, 1995, the total elementary enrollment was 15,566 students attending 42 buildings, grades K-5

INPUT EVALUATION

Budget and Revenues -- 1995-96

Human Resources Assigned

Art Facilitator salary	$47,475.00
Secretary salary -- .5	9,009.00
*Elementary Art Teacher salaries -- 36.0	1,106,470.00
*Middle School Art Teacher salaries -- 11.0	410,060.00
*High School Art Teacher salaries -- 12.0	460,117.00
Total Human Resource Cost	***$2,033,131.00***

Expenditures for Materials and Supplies -- 1995-96

Supervisory Budgets

Professional Technical (workshop and exhibit needs)	$ 750.00
General Supplies (supplementary elementary school needs)	1,000.00
Library Books, Magazines, Prints, and commercial resources (for Art Library)	1,200.00
Equipment (for elementary art rooms)	13,500.00
Equipment Repair (for all art equipment)	1,000.00
Part Time Help (incidental help for art exhibits and professional instruction)	750.00
Total Supervisory Budget	***$18,200.00***

See Appendix B

* Teacher costs are based on an average Des Moines district teacher salary of $32,443, including benefits.

Building Art Budget Allocations

Each building receives money allocated at the building level to fund consumable supplies. All secondary expenditures for equipment are met at the building level. Elementary equipment is purchased through the art facilitator's budget, with needs assessments made annually. In 1995-96, the following budgets were set:

Grade Level	Number of Buildings	Expenditures Budgeted for Consumable Supplies	Average Building Allowance	Ave. Per Student Allowance
Senior Highs	7	$25,460.00	$3,182.50	$19.68
Middle Schools	11	23,552.00	2,141.00	4.99
Elementary	42	20,669.00	492.00	1.33

District Student Fees for Consumables 1995-96

Fees are collected at each site. Fees are approximately 60 percent collectible.

Senior High Schools		
Subject	*Semester*	*Fees*
Art (all courses)	1	10.00

Middle Schools			
Subject	*Grade*	*Semester*	*Fees*
Art	6	1	5.00
	7		8.00/yr
	8		8.00/yr
	Accelerated or G/T		12.00/yr

Community Resource Expenditures Fund-Out

Des Moines Art Center Scholarship Agreement	$ 5,700.00
Grand View College "Art Directions" Competition (Fund for Excellence Grant)	$ 1,000.00

Budget Total

Sum total of combined identified expenditures excluding projected collectable student fees.	$2,094,050.00

Number of Students Currently Enrolled in Art -- Cost Per Student

Grade Level	Current Enrollment in Art Classes	Art Enrollment Increase Since 1991
Middle & High Schools	6,010	(2775+)
Elementary	15,566	(232+)
Total	**21,344**	**(2835+)**

Average Cost Per Art Student $98.11*

* Cost per student is based on current art enrollment and identified expenditures. This is down $13.73 per student since the 1991 report.

Community Resources Used

Des Moines Art Center

Scholarship program -- elementary, middle, and high school exhibits.
Field trips such as for 4th grade students.
Student art exhibits.

Iowa Arts Council

Artist residencies to provide professional exposure to students.
Mini-grants for teachers, schools, art facilitator.

Metro Arts

Artist residencies to provide professional exposure to students.

Grand View College

Classroom demonstrations were given by the Grand View art staff.
"Art Directions" senior high art critique and exhibit.

American Institute of Architects (Local AIA Chapter)

Staff Development -- building tours conducted by the AIA.

Blank Children's Hospital

Elementary art exhibit.

PROCESS EVALUATION

Art Facilitator's Responsibility Statement

The responsibility of the art facilitator is to maintain and promote quality art instruction to all students in the Des Moines Public Schools.

Organizational Tasks

Primary responsibilities include the development, implementation, and evaluation of the art curriculum and related activities, the supervision, maintenance and acquisition of equipment, materials, supplies, and other resources needed for a safe learning environment in all buildings and assistance in the selection, placement, and direction of art teachers in the district.

Organizational Relationships

The Art Facilitator reports to the Associate Superintendent of Teaching and Learning; the Executive Directors of Elementary/Early Childhood Programs and Middle and High School Programs, and shares the supervision of one secretary who divides responsibilities between the art and math departments.

1995-1996 Objectives:

WEIGHT (%)

30% 1. Develop and coordinate art curriculum through in-service, staff development, and committee activities to:
   a. Dispense revised Art Curriculum Guide in paper and floppy disk form and in-service on changes.
   b. In-service art personnel on new art methods and techniques.
   c. Add additional materials to our AV library to include slides, video disks, CD-ROM, and computer software.
   d. Heighten teacher awareness and techniques on interdisciplinary teaching methods.
   e. Develop an increased awareness of safety in the art classroom.

40% 2. Supervise Art Instruction
   a. Visit all art classrooms K-12. Be visible and accessible to all art teachers and building administrators to improve art instruction.
   b. Assist in the selection and placement of art staff to meet building needs.
   c. Supervise the acquisition and evaluation of equipment, supplies, and other resources needed for art instruction.
   d. Assist in developing guidelines and specifications for building and remodeling art facilities.

30% 3. Participate in Central Office activities or programs and perform administrative functions as needs occur.
   a. Facilitate and coordinate art exhibits, displays, and competitions to promote the art program and the Des Moines Public Schools.
   b. Represent the district through participation in local, state, and national professional events.
   c. Serve on committees for various district needs as requested.
   d. Maintain records and submit reports as needed.

STAFF DEVELOPMENT OPPORTUNITIES OFFERED FOR ART

March In-Service 1995

- American Indians in Iowa: The Mesquakie--presented by Prof. Gaylord Torrence, Drake University
- Implementing Native American Arts in the Classroom--presented by Assistant Prof. John Weinkein, Iowa State
- The Caldecott Connection -- presented by Susan Reiber, Shelton, Nebraska
- Historic Sites in Des Moines -- presented by Barb Schmidt, American Institute of Architects
- Walking Tour of Downtown -- presented by Barb Schmidt, American Institute of Architects
- Reggio Emelia in the American Kindergarten -- presented by Mary Lynn Heimback, Columbus, Ohio

Staff Development Courses Offered to Art Staff in 1994-95

- Computer Graphics I -- conducted by Prof. Dana Shaeffer, Grand View College -- 14 attended
- Computer Graphics -- Advanced -- conducted by Prof. Dana Shaeffer, Grand View College -- 14 attended

Art Workshops Offered to Art Staff in 1994-95

- Disciplined Based Art Education -- Prof. Dennis Dake, Iowa State -- 70 attended
- Creating from the Artist Within -- Susan Lewis, Roosevelt High School -- 6 attended
- Creative Encounters -- Ellen Robinson, Lucas Elementary -- 18 attended
- Loom Warping -- Lisa Rasmussen, Wallace Elementary -- 12 attended
- Reggio Emilia Lectures -- Dr. Lella Gandini, Reggio Emilia, Italy
  Dr. Rebecca New, Durhan, New Hampshire
  Jeannette Canyon, Columbus, Ohio
  Baji Rankin, Boston. Massachusetts
  Dr. Lilian Katz, Urbana, Illinois
- Mat Cutting -- Donna Davilla, Art Facilitator -- 15 attended
- Art Assessment -- Wendy Allen, Brisbane, Australia -- 25 attended
- "Color It!" -- MicroFrontier, Des Moines, Iowa -- 8 attended
- Apple Computer Presentation -- Doug Martin, Johnston, Iowa -- 8 attended

Professional Art Conferences

- Art Educators of Iowa -- October 21-23, 1994 -- Hotel Savery, Des Moines, Iowa--35 attended
- National Art Education Association -- April 7-11, 1995 -- Hiatt and Doubletree Hotels, Houston, Texas--12 attended

In-service and staff development opportunities are determined through needs assessment questionnaires and by the Art Advisory Council. The above activities have benefited art staff in updating skills in: 1.) art philosophy; 2.) art techniques; 3.) multi-cultural education; and 4.) technology.

Art Advisory Council

The Art Advisory Council is an advisory group comprised of art teachers and community representatives who provide expertise and assistance primarily in curriculum development, in-service and staff development planning, and in organizing annual student exhibits. The council consists of nine art teachers and three community people. Art teachers are elected for three year terms. Community people are appointed and serve indefinitely. Meetings are held monthly throughout the calendar school year, except in December and June, and chaired by the art facilitator.

See Appendix C

INSTRUCTIONAL METHODS

Art, as a subject in the schools, is a distinct body of knowledge as well as an area for creative self expression. On a national scale, instruction traditionally has been production oriented with major emphasis on creating art and minor emphasis on the cognitive aspects of art as a discipline.

Disciplined Based Art Education

More recently, art instruction has been strongly influenced by the Getty Center for Education in the Arts* toward integrating history, criticism, and aesthetics with art production, giving all four areas equal weight and time. This school of thought is best exemplified by an instructional model known as Discipline Based Art Education or D.B.A.E., developed and promoted by the Getty Foundation. While art educators universally agree that D.B.A.E. offers worthwhile substance to the art curriculum, it has met considerable opposition and has failed to materialize as a major movement. Most art educators who oppose D.B.A.E. feel that the personal expression component of the curriculum offers the greatest benefit and is unduly sacrificed. Others feel that the academic approach (learning about art by reading about it) has an ulterior motive and was contrived as much to make art instruction more serious as it was to improve learning. Nevertheless, current art curricula from schools across the nation, all devote emphasis to cultural heritage and aesthetic judgment, making each important components in teaching art.

Reggio Emilia

On December 2, 1991, Newsweek printed an article entitled, "The ten best schools in the world, and what we can learn from them". The article listed the Reggio Emilia preschools in Reggio Emilia, Italy. Reggio Emilia is both a structure and a pedagogy, proving that preschool education is not limited to simple day care. The Reggio approach is based on some of the principles of John Dewey and the Progressive Education movement, as well as, with Harvard University's Howard Gardner, who has done work on multiple intelligences. Preschool may be the single most crucial time in the intellectual development of young children. For over thirty years, Reggio's educators and parents have worked in partnership to evolve a distinct set of beliefs about young children and how they learn.

Beliefs:

- Young children possess high potential.
- Learning is spiraling not linear.
- Education is founded in community and relationships.
- A school should be "amiable", where the physical environment creates beauty and supports open-ended teaching and learning.

Key Features:

- Children's ages range from 3 to 6.
- Children stay with the same teachers for three years.
- The art teacher serves as a facilitator to learning in all curricular areas.
- Art materials are readily available for hands-on activities.

* *The Getty Center for Education in the Arts is one of seven operating programs of the J. Paul Getty Trust, a private operating foundation charged by its founder, J. Paul Getty, with "the diffusion of artistic and general knowledge." The Getty Center for Education in the Arts is dedicated to improving the quality and status of arts education in the nation's schools.*

Because young children's language skills are limited at a young age, art is used as a means of assessing what children know and is used as another "language". Art is seen as inclusive and democratic, because each child can discover his or her own avenue of learning, expression, and discovery. Art is used as a means to immerse children in actual experiences. Children define, create their work, examine, and analyze their sensory experiences through art. Their work is then documented using bulletin boards, portfolios, and displays to communicate their progress to parents.

In the spring of 1995, Longfellow School piloted a Reggio approach in the pre-school. With this success, Cowles School is presently implementing this approach in one of its pre-school rooms. Other district sites are looking at adopting this approach in classrooms.

Monthly training sessions are currently being conducted by Donna Davilla, Art Facilitator; Susan Koening, Drake Head Start; and Sue Swartz, Staff Development. Teachers who are being trained throughout the district include art, pre-school, and kindergarten teachers. Since the Reggio approach uses art to facilitate projects for student learning, the inclusion of the art teacher in our preschools is essential.

Des Moines Public Schools

Embracing both previously described philosophies, art instruction in the Des Moines Schools is both activity centered and directed according to specific learning outcomes outlined in the Curriculum Guide. Increasing emphasis is being given to developing thinking skills and to coordinating activities with cognitive content. Textbook adoptions have included the following:

The Visual Experience -- Art 1 and 2, Grades 9-12

The Photographic Eye -- Photography, Grades 9-12

Exploring Art -- Grades 6-8

Additional resources for teaching art history, aesthetics, and art criticism are limited to the Art Department Book and A/V Library, and teacher initiative. In an attempt to stay current with technology, an upper elementary software review committee is presently studying art painter programs for adoption in 1996.

Exhibits and Special Projects

Classroom instruction is only a part of the total art program. Other important aspects are exhibits and special projects which extend beyond the classroom. These extra curricular functions serve to promote art and to provide students with opportunities to share their creative efforts in public view throughout the community.

Most student exhibits are school centered, either routinely displayed in specially designated areas or, on a larger scale, planned in conjunction with special events: P.T.A. meetings, open house, art festivals, plays, musical productions, and athletic events are examples of school centered events which permit exposure to a larger audience.

There are also excellent opportunities for display outside the school. Many exhibits have been arranged through the cooperation of local business firms and community organizations. Banks and office buildings have been popular sites for student exhibits. Every spring the Des Moines Art Center hosts the annual "All School Exhibit" showing about one hundred pieces of art work selected at each of the three school levels. Blank Childrens' Hospital hosts an elementary exhibit of about one hundred student works of two-dimensional design. C.I.M.L. (Central Iowa Metro League) conference provides high school students the opportunity to display their work hosted by

one of the eight participating schools. The Octagon Art Center in Ames now sponsors Scholastic Art Awards, which offers young artists the opportunity to compete for national honors.

Grand View College collaborates with Des Moines Public Schools in hosting "Art Directions". This exhibit orally critiques high school art work, serving as an instruction tool, as well as a visual presentation. Last year five hundred dollar scholarships were offered to all 24 exhibiting senior art students.

As one fundamental purpose of art is to enrich our environment, special projects organized to fulfill a particular aesthetic need have been a frequent pursuit for art classes. Group projects such as murals, large sculptures or decorative panels which involve long range planning have been popular both in the schools and in the community. Many of our schools proudly display some noteworthy examples of artistic achievement. Edmunds and Greenwood Elementary Schools both exhibit murals that were designed and executed in concert with visiting artists through the Iowa Arts Council. Douglas Elementary School won national recognition for producing a ceramic tile mural through support from the National Drug Prevention Council, New Horizons, and "Smoother Sailing" a program in the Guidance and Counseling Department.

Other extra-curricular art activities available to Des Moines students include the Des Moines Art Center scholarship program, the Women's Club Scholarship Competition, National Scholastic Arts, and many poster contests. The Des Moines Art Center offers a one year in-house scholarship to each elementary school, the Downtown School, and Home Instruction. Each middle school and high school receive a one semester scholarship, which is funded through the Frank Miller Foundation, Drake University, and the Des Moines Register, and distributed through the Des Moines Art Center. The Des Moines Women's Club offers a one thousand dollar cash award to the winner of a portfolio contest open to all Des Moines High School students. The award is applicable to college tuition. The poster contests generally offer cash awards or savings bonds. Typical examples are: "Hire the Handicapped" sponsored by the Governor's Committee on Employment of the Handicapped, "Fire Prevention Contest" sponsored by the Des Moines Fire Department, the Des Moines Independent Insurance Agents, The Building Owners and Managers Association, and "Traffic Safety" sponsored by AAA.

The Des Moines Art Center facilitates the "Art Discoveries" program. Art Center staff provide art instruction to students at ten lower-income schools in the Des Moines district. The Art Center provides buses for students at these schools for Sunday afternoon, family visits. A tour of the Art Center, refreshments, and tickets for a return visit for the families are included in this activity.

Edmunds Academy of Fine Arts receives federal money to provide three artists-in-residence for eight week sessions throughout the year. The Des Moines Art Center provides the artists, who work with kindergarten, third, and fifth grade students. Two student tours and workshops are conducted during the school year, and a special exhibit of student art work is shown at the Art Center.

The Des Moines Art Center is now sponsoring a Teen Docent Training program which is being incorporated into the Honors Art Class offered in our high schools. Presently fourteen high school students are being trained during eight sessions of one and a half hour length. Students are given a one year student membership to the Art Center, and conduct two tours of the Art Center as part of their participation.

L.A.C.E.S. (Local Arts Comprehensive Educational Strategies) is a committee funded by state and private monies. This committee joins all of the arts, visual arts, music, dance, and drama, in the Des Moines Public Schools and collaboratively works with community arts groups in strengthening the arts programs. Through this committee, an arts brochure and video have been created, an arts survey conducted, a computer has been placed for interdisciplinary teaming of teachers, and a sense of community art support has been established.

PRODUCT EVALUATION

Test Results

Art does not appear, as an area of assessment on any standardized or criterion referenced tests used in the district, nor is there presently a national testing program available. We depend upon teacher designed evaluation to measure and improve student learning. Although we have a curriculum guide with performance based objectives for each grade level and all art courses, each teacher is responsible for adapting objectives and activities so they will be practical and applicable.

In a survey conducted in the fall of 1995, regardless of ages taught, art teachers listed the following items most often in evaluating student work:

- Following directions
- Meeting objectives/purpose illustrated
- Effort/productive use of class time
- Creativity/originality
- Over-all quality/neatness/attention to detail
- Appropriate social skills exhibited
- Project finished and turned in on time
- Use of vocabulary
- Display of developmentally appropriate skills

Most projects are graded individually, but teachers often conference with students individually, setting goals throughout the creative process. Portfolio review is sometimes used to review work as a whole and evaluate progress. In the upper grades, oral critiques are sometimes used, with student/teacher collaborative evaluations made.

See Appendix D for the national SAT arts results.

Summary of the Art Facilitator's Observations

Our art teachers are dedicated veterans of the profession. The average experience of a Des Moines Public School art teacher is 14 years. Membership of our total art staff in the Art Educators of Iowa and the National Art Education Association is 34 percent, exceeding the state average. Art staff commit themselves to arts related affairs, enthusiasm for teaching, and dedication to the arts, as a necessary element in the education of our students.

The art facilitator has visited many art departments, both in the United States and abroad. Des Moines Schools' art teachers have been found to compare favorably on North Central Evaluation standards. While funds are lacking and facilities are growing less adequate, our finest resource and key factor for effective teaching prevails -- the excellent art teacher.

All buildings and art teachers were visited by the art facilitator during the 1994-95 school year. While methods and teaching styles varied, instruction exhibited exciting and challenging problem solving activities for students. Multi-cultural and non-sexist activities are incorporated into projects. Student artwork is displayed throughout the school and community. Technology is being infused into the curriculum with a great deal of effort on the teachers' part. Many continue to develop their skills by taking staff development and college courses.

North Central Association Evaluation Summary
Hoover High School--October 1990

Commendations:

- Support of the program from administration.
- Success of students is shown through awards and achievements.
- Numbers of students who choose to pursue an art related career.
- Experienced and dedicated art faculty.
- Curriculum that fits student needs.

Limitations Recommendations:

- Install ventilation system (kiln hood has been installed over kiln in 1994-95).
- Increase art history resources.
- Space limitations for storage of supplies and large projects.
- Outline of each course (this was completed in 1994-95).

See Appendix E for the complete Visual Arts Evaluation.

Adherence to Standards

The revised K-12 Art Curriculum Guide incorporated all elements outlined in the state and national standards. Des Moines art teachers are well apprised of the needs and trends of art education, and are striving to improve and increase learning by the implementation of new teaching strategies.

Enrollments in Elective Courses

Since 1990 art enrollments have risen. Enrollment percentages are given below.

ELECTIVE ART COURSES AND ENROLLMENT PERCENTAGES
EIGHTH GRADE ART
1995-96

	Class Size	Art Enrollment	Percentage
Brody	242	212	88
Callanan	250	79	32
Goodrell	212	72	34
Harding	283	100	35
Hiatt	182	90	49
Hoyt	181	86	48
McCombs	173	71	41
Meredith	261	109	42
Merrill	178	82	46
Weeks	242	120	50
		District Average	**46**

Compared to 42% in 1990

High School Courses

High school enrollment in elective art courses is 15.4 percent of the total student body, compared to 13 percent in 1990. Detailed percentages by building are listed on pages seven through ten.

AWARDS AND COMMENDATIONS

National Scholastics Art Competition Hallmark Honor Award -- 1994-95

Ryan Flanagan -- North
Zachary Lange -- North

Photography Portfolio Awards -- 1994-95

Allyson Tilton -- Central Campus/North
Brian Deets -- Central Campus/Lincoln
Kristin Hovk -- Central Campus/Roosevelt

Fire Prevention Poster Winners-1995-96

First Place:

Elementary:	Kaylee Dingman, Mann
Middle School:	David Kouang, Hiatt
High School:	Saikit Wong, Lincoln

Second Place:

Elementary:	Raul Garcia, McKinley
Middle School:	Ryan Hoover, Goodrell
High School:	March Hom, North

Staff Recognition

Des Moines Public Schools art teachers have taken The Best of Show Award in "On My Own Time" competition each year since our ten year involvement with twenty-three other Des Moines businesses; Stephen Cox -- Art Educators of Iowa Elementary Art Teacher of the Year for the State of Iowa, 1994-95; and Donna Davilla -- AEI Art Supervisor of the Year for the State of Iowa, 1995-96.

The DaVinci Project

In 1994-95, the art facilitator listed as a "Future Action" the involvement and development of an interdisciplinary project funded by U. S. West Communications linking art with chemistry and technology. Hoover High School and Perkins Elementary School are involved in the project, which is being coordinated through Iowa State with the first phase 1995-96 in which computer technology is being infused into the art/science curriculums. Each participating member has received a computer and is being trained to use it. In phase two 1996-97, interdisciplinary art/science curriculum projects will be produced.

Outcomes from Departmental Objectives

The development of central resources is in process for greater instructional emphasis on history aesthetics, and criticism.

1. An A/V library continues to be expanded including computer software, CD-ROM, books, and slides.

2. Thinking skills, multi-cultural, non-sexist concepts, and state and national standards are addressed in the 1995, K-12 Art Curriculum Guide.

3. The K-12 Art Curriculum Guide is available on Macintosh or DOS versions for the convenience and flexibility of art teachers.

4. Two computer graphics in-service sessions have been offered to orient art staff to the potential of computer technology in the Visual Arts.

5. Use of community resources have expanded to have a greater impact on students.

DEVELOPMENTS AND IMPROVEMENTS

1985-86 Began staffing elementary schools by required time allotments in art, music, and physical education. All buildings were staffed with an art teacher for the first time.

(See Appendix F)

1986-87 Developed and implemented an art giftedness identification process.

Began organizing the Art Slide Library.

First Des Moines schools participation in the "On My Own Time" art exhibit.

Developed and printed the K-12 Art Curriculum Guide in one loose leaf volume.

1987-88 Developed the Art Slide Library as a visual resource for teacher check out.

First all school exhibit at Des Moines Art Center showing elementary, middle, and high schools in separate exhibits.

1988-89 Developed and implemented art room safety policy checklist and equipment use procedures.

Hosted first public receptions for school art exhibits at the Des Moines Art Center.

1989-90 Developed lesson activities for the Art Slide Library.

Committee revised K-12 Art Curriculum Objectives to specifically address thinking skills and multicultural/non-sexist component of education.

1990-91 Printed and distributed the first revised edition of the K-12 Art Curriculum Guide.

1991-92 Adoption of The Visual Experience for the senior high schools.

1992-93 Distribution of the textbook for the senior high schools.

Adoption of Exploring Art for the middle schools.

1993-94 Distribution of the textbook for the middle schools.

Substitution of non-toxic material supplies in Central Stores Catalog.

1994-95 Installation of ventilation hoods over kilns in each building throughout the district.

Committee revised K-12 Art Curriculum Guide to align it with state and national art standards.

The Reggio Emilia early childhood philosophy piloted at Longfellow School.

First "Art Directions' exhibit and critique at Grand View College.

1995-96 Printed and distributed the second revised edition of the K-12 Curriculum Guide in loose leaf and computer disk form.

Teacher training begun on the Reggio Emilia approach to early childhood education.

FUTURE PLANS

The quality of art instruction is directly dependent on the following factors:

- District priority
- Staff numbers
- Instructional resources
- Funds for materials and supplies
- Facilities
- Staff development

Priority

Art easily relates to everything else that is taught. Art serves as a connector in understanding how one thinks and feels and what one values. Art is the cement that brings all of the disparate curricular areas together and is valued for its interdisciplinary potential. The result is a more cohesive curriculum in which students explore relationships across disciplines. Art is no longer seen as an isolated entity, but is becoming more and more integrated into the total curriculum. In its most pure form, this can be seen in the Reggio Emilia approach to Early Childhood Education. The art teacher is a most essential resource in helping students discover and direct their own education and reemphasize it through projects. As a result, certified art instruction is needed for pre-school students, as well as, for our K-12 students.

Time allotments need to include preschool. Teacher recommended minimum time allotments to impact learning would be:

	Grade	Present	Recommended
Early Childhood	Preschool	0	40 minutes 2 time periods
	K	30 minutes per week	40 minutes 2 time periods
	1-2	60 minutes per week	40 minutes 2 time periods
Upper Elementary	3-5	90 minutes per week	60 minutes 2 time periods

Collaboration time is essential for teachers to build on each others strengths in planning projects. Planning time is needed within the school day and on a weekly basis of 45 minutes or more.

Some elementary art teachers continue to travel from building to building, with barely time to eat lunch before their next class arrives for instruction. Travel time needs to be sensitive to material preparation.

Staff Numbers

At the elementary level, the number of art teachers is barely sufficient to meet district time allotments. We have made steady progress in this area, but we still have some heavy teacher loads with some classes totaling 32 students.

In middle school, scheduling is a dilemma for some students, forcing a decision as to which fine arts course to pursue. Under the current middle school structure, sixth and seventh grade exploratory art students can receive as little as thirty-two hours of art instruction compared to fifty-four hours in the fifth grade. According to district policy, art is required in grades six and seven. The enrollment statistics show that deviations are the norm rather than the exception. Adherence to district stated policy would require additional art staff. There are 1003 sixth and seventh grade

students not enrolled in art. Three additional art teachers would be required to schedule that number.

In the senior high schools, staff is not adequate to meet student demand. Roosevelt reported that 75 students are turned away each semester. In advanced placement studio art class or second year art classes, teachers would prefer longer periods of at least sixty minutes in length daily to allow for more extended instruction. Some teachers suggested two hour blocks which meet every other day. Advanced placement studio art class at Roosevelt meets 49 minutes per day. In a meeting of advanced placement studio art teachers conducted at the Savannah College of Art and Design in Savannah, Georgia, teachers reported that other schools across the United States meet with students in two hour blocks of time.

Budget for Equipment, Materials, and Supplies

Greater equity needs to be established in meeting children's needs in terms of supplies and materials needed for art, particularly at the elementary level. Building budgets allocated for art supplies vary radically, with the lowest being 53 cents and the highest being $5.06 per student. Many equipment items in our secondary schools are obsolete and need replacement.

See Appendix G

Computers are widely used commercially in graphic production and are rapidly becoming essential in art rooms. Computer technology and interactive media rely heavily on the language of the arts in terms of images, sounds, colors, and movements. Visual images are fast becoming the focus of attention, because of their inherent power to communicate meaning. Students need tools in which to contextualize their image making. A major goal of Goals 2000 is to help create a culture whose members can read and create compelling images, and can critically decode their contents. This process can be achieved through the use of technology and the computer in the art room. However, only a few schools have computers with appropriate software available to art students in the art facility. Every art room should have at least one computer with graphic programs.

Instructional Resources

Resources in the areas of art history, aesthetics, and cultures are inadequate to enable art teachers to accomplish all that is professed by the Iowa Department of Public Instruction and the National Standards for Arts Education. The recommendation from our L.A.C.E.S. (Local Arts Comprehensive Educational Strategies) Committee was the development of a central arts bank or library to house resources which could be shared throughout the district with staff. Additions of books, prints, slides, packaged materials, computer software, videos, CD-ROMs, and laser disks to the central art library are currently being used by art teachers. However, lack of space in the art facilitator's office confines the scope of the materials available for the demand. More materials are needed at the building levels and a larger space to house a central library is needed.

Staff Development

A survey conducted of art staff and the art facilitator's observation indicates that art teachers need staff development in computer technology. Safety issues need adequate time to be addressed with the group. Higher order questioning techniques need to be sharpened. New art philosophies and techniques need time to be taught. Hands-on workshops need to be available to art teachers. Additional orientation is needed along with increased availability of instructional materials to better address art as a meaningful component of history and cultural heritage.

The Des Moines Public Schools' Art Advisory Council has recommended the need for hands-on workshops for teachers during the day. Daily workshops are favored in order to instruct teachers of complete processes intrinsic to projects. Art instruction needs to be conducted in facilities which

would include sinks, or access to other art equipment, such as pottery wheels. Art teachers need scheduled time together to accomplish improved articulation among grade levels.

Facility

The art room is a learning environment with special needs for safety, energy, lighting, location, sound control, and maintenance. Many of the functional necessities of good art rooms have been well established and maintained in Des Moines schools. In order to properly equip kiln firing units, 1994-95 saw hood ventilation systems purchased for all buildings. Some art rooms, particularly in elementary buildings, fall below district standards with respect to space, storage, utility, and display facility.* Vision 2005 should, if so implemented, achieve greater equity in this area and take care of most needs.

Most Des Moines school students receive art instruction in well designed appropriately equipped facilities. Of particular concern now is the loss of this experience to some of our children. "Art on a Cart" is still a reality in buildings where conflicting schedules and insufficient space for all programs necessitate this delivery system. Presently ten elementary schools utilize this means of delivery. This greatly reduces the student's art experience to work with materials that fit on a cart, i.e.: crayons, markers, glue. Art projects are limited to what fits on a standard student desk in a space 23 x 17". This eliminates the possibility of creating artwork of much size or dimension. The size of the cart limits the media which can be used by students, some classes which number thirty-two.

In addition to the traditional requirements of space, equipment, storage, teaching, and strategies, arrangements need to be provided for the use of computers, video, other electronic media, and new technologies. These should be available not only as sources of information that are as important as books, films, and slides, but as new forms of art media. Computer graphics dominates the commercial art world today.

Space

* Design Standards for School Art Facilities
The National Art Education Association, Reston, VA., 1993, page 15

"Because student art projects may be one to two feet high and/or wide, art rooms need to be larger than general classrooms. NAEA recommends 55 square feet per student not including storage, kiln rooms, and teacher's offices and a maximum pupil/teacher ratio of 21:1. This leads to an art room covering 1,540 square feet (number of students x recommended square footage of 55 per student) excluding auxiliary space. NAEA recommends 400 square feet for the storage room 45 square feet for the kiln room, and 120 square feet for the teacher's office. Additional space needs for a studio(s) appear later in this document."

Recommendations

Art is basic to human existence. Since the beginning of recorded history people have used art to build and enhance the environment. Previous civilizations, some known to us only by their art forms, have given us a legacy of hopes, dreams, and customs. Art is both product and process. It involves coordination of seeing, thinking, feeling, and acting. Art education nurtures, encourages, and develops the creative desires and processes so basic to our nature.

Our challenge is to prepare students for the future. We are in a new age where the image is central in our lives. This fact is due to technology in our world. Images are all around us and are as fundamental to education as words and numbers, adding significantly to what and how children learn. Art education gives students the tools and the skills necessary to digest, deconstruct, analyze, and to make final judgments about how image experiences are relevant to their own lives. Because art is a significant element in our culture and heritage, art education is vital to producing well rounded students ready for tomorrow's world.

Goals of the Art Facilitator

- To continue advocacy of arts education and to recommend and encourage practices and policies that favor sound arts programs.
- To continue to seek and acquire knowledge and resources to maintain quality art instruction.
- To emphasize problem solving and thinking skills in curriculum design and delivery, and both discipline based and project approach to art instruction.
- To continue to seek and utilize community resources to enrich instruction.
- To inform, publicize, and promote art events and activities.
- To promote an awareness of the impact of technology on the visual arts and to seek avenues to access computer exploration to student learning.

Recommendations to improve the teaching and learning of art:

- Additional staff to increase student contact time.
- Equitable funding districtwide to meet student needs for computer technology, equipment, materials and supplies.
- Additional resources such as computer software, CD-ROM, books, and an adequate central space to house them.
- Collaboration time for interdisciplinary teaching and for staff development performed in adequate facilities.
- Improved facilities and adequate space in buildings.

These improvements would make art more accessible, result in smaller classes, provide more flexibility in scheduling, and improve teaching and learning.

APPENDIX A

SAMPLE ART OBJECTIVES

A complete copy of the Art in the Des Moines Public Schools Curriculum Guide may be viewed in the Art Department, 1800 Grand Avenue, Des Moines, Iowa 50309. Telephone 515/242-7836.

Art Objectives for First Grade

Appreciation

- The student will recognize selected works of art.
- The student will analyze natural forms and objects.
- The student will observe and describe art examples from various cultures.

Design

- The student will experiment constructively with media.
- The student will identify, describe, and distinguish basic design structures in human made and natural surroundings.
- The student will select, compare, and incorporate basic design elements in graphic expressions.
- The student will select and organize common materials for use in design activities.

Drawing

- The student will expand the use of basic shapes to draw faces, human forms, animals, plants, etc.
- The student will draw with freedom and confidence.
- The student will graphically express ideas in a creative way.
- The student will demonstrate an awareness of senses.
- The student will demonstrate an awareness of the environment.
- The student will illustrate size relationships in perspective drawing.
- The student will explore new tools and techniques.

Painting

- The student will classify subject matter (e.g., landscape, figure, portrait, or still life).
- The student will identify opaque and transparent qualities in painting.
- The student will use primary colors to produce secondary colors.
- The student will demonstrate various painting effects and techniques.
- The student will demonstrate appropriate use of paint brushes.
- The student will produce a tempera or watercolor painting as instructed.

Printmaking

- The student will perform basic printmaking processes (e.g., stamping, rubbing, monoprinting).
- The student will identify the reasons for and the uses of printmaking.
- The student will create structured patterns using printmaking.

Manipulation and Construction

- The student will identify and discuss form in art and nature.
- The student will distinguish between two-dimensional shapes and three-dimensional forms.
- The student will create with clay using a prescribed forming method and adding enriching surface textures.
- The student will weave a variety of materials (e.g., paper, material, thread) demonstrating the "over/under" concept.

General Objectives for All Study Units

- The student will use creativity in developing individual designs.
- The student will demonstrate the appropriate care and use of tools and materials.
- The student will participate in discussions and oral evaluations of art work (including the student's own work and the art work of other students).
- The student will participate in the cleanup process realizing it is an integral part of the art activity.
- The student will interact positively with individuals regardless of race, sex, cultural background, or disability.

Art Objectives for Sixth Grade

Appreciation

- The student will compare several historical works and integrate facts about the artists' life.
- The student will compare and contrast paintings, distinguishing media, techniques, and style.
- The student will compare historical works from various cultures and integrate facts about artists' life.

Design

- The student will define and distinguish between the structures and functions of design.
- The student will select and combine the structures and functions of art design in organizing pattern and structure.
- The student will compare design structures with the patterns of natural objects.
- The student will interpret a subject in various ways.
- The student will organize patterns by selection and rejection of structures.
- The student will describe and demonstrate formal and informal composition.

Drawing

- The student will distinguish between and demonstrate contour gesture and values of drawing.
- The student will demonstrate a degree of freedom and spontaneity in drawings.
- The student will achieve a logical placement of values in tone drawings.
- The student will produce and classify various tonal and textural effects with pencil.
- The student will assess various types of paper used in drawing.
- The student will integrate some media combinations.
- The student will imply action and motion in drawing.
- The student will contrast and illustrate the compositional functions of balance, variety, emphasis, contrast, rhythm, harmony, and unity.

Color And Painting

- The student will relate and apply the properties of color.
- The student will describe the nature and characteristics of watercolor and tempera and relate these to application.

Lettering

- The student will illustrate appropriate selection, spacing, and rendering of letter symbols.
- The student will demonstrate the use of the T-square and triangle to make horizontal and vertical strokes.

Manipulation And Construction

- The student will integrate basic design concepts in three - dimensional media application.

General Objectives For All Study Units

- The student will use creativity and higher order thinking skills in developing individual ideas.
- The student will examine and demonstrate responsible practice in the selection, care, and use of tools and materials.
- The student will define and apply appropriate vocabulary in discussions and critiques.
- The student will demonstrate an appropriate level of craft skill in all art activities.
- The student will participate positively in routine maintenance and cleanup.

ART 1 and 2

Grades 9, 10, 11, 12

These courses are a prerequisite for all other art courses except "Art Appreciation", "Photography", and "Woodcarving". Students will develop basic perceptual and organizational skills in preparation for advanced art courses. Art is examined as a basic form of communication using a variety of art media and techniques. Students will study historical trends in visual communication while developing an appreciation of contemporary visual arts.

Content emphasis:

- Art aesthetics.
- Historical and cultural awareness.
- Creative thinking and problem solving.
- Interdisciplinary relationships.
- Organizational structures and functions.
- Two- and three-dimensional skills.
- Art evaluation.

Design Objectives

- The student will demonstrate an awareness of how art relates to other disciplines and everyday life.
- The student will demonstrate an awareness of the presence of the structures and functions of art in other arts and disciplines.

- The student will use creative thinking and problem solving skills originally and imaginatively in developing ideas.
- The student will demonstrate a knowledge of the organizational structures and functions of art by satisfactorily manipulating a variety of both two- and three-dimensional media.
- The student will be able to identify, discuss, and apply the structures and functions of art present in examples of both fine art and utilitarian design.
- The student will evaluate his/her own work in relation to the structures and functions of art.
- The student will organize visual space using images both observed and imagined.
- The student will execute work with organization and media appropriate to subject and purpose.
- The student will select appropriate tools, use them properly, and practice safe working habits.
- The student will participate in written and oral evaluation and discussion using appropriate art vocabulary.
- The student will demonstrate an appropriate level of craft skill in all art activities.
- The student will assume responsibility for routine maintenance and cleanup.

APPENDIX B

ELEMENTARY EQUIPMENT ORDERED IN 1994-95

Equipment Replacement (replacement of worn out or obsolete items)

Display panels		$250.00 each	
Brooks	1		
Cowles	1		
Jefferson	2		
McKinley	2		
Park Avenue	2		
Mann	2		
	10	**Total**	**2,500.00**
Drawing boards (6 per carton)		$ 51.00 each carton	
Brooks	5		
Hubbell	2		
Jefferson	1		
Lovejoy	6		
Park Avenue	4		
Wallace	2		
	20	**Total**	**1,020.00**
Kiln (large)		$900.00 each	
Greenwood	1		
Windsor	1		
	2	**Total**	**1,800.00**
Kiln furniture set		$172.32 each	
Greenwood	1		
Hanawalt	1		
Windsor	1		
	3	**Total**	**516.96**
Mat cutter		$165.00 each	
Mann	1		
Monroe	1		
Lovejoy	1		
	3	**Total**	**495.00**
Sewing machine		$ 170.00 each	
Lovejoy	1		
McKinley	1		
Oak Park	1		
Park Avenue	1		
Wright	1		
	5	**Total**	**850.00**

Supply cart		$ 151.00 each		
Howe	1			
Lovejoy	1			
Mann	1			
McKinley	1			
	4		**Total**	**604.00**
Book press		$ 60.00 each		
Edmunds	1			
Hubbell	3			
Mann	1			
Mitchell	2			
Wallace	1			
Windsor	1			
Wright	1			
	10		**Total**	**600.00**
Hot plate		$ 12.00 each		
Edmunds	2			
Garton	2			
Hubbell	1			
Jefferson	1			
Mann	1			
Wright	2			
	9		**Total**	**108.00**
Flat file case		$ 550.00 each		
Douglas	1			
Greenwood	1			
Hubbell	1			
Monroe	1			
	4		**Total**	**2,200.00**
Drying rack (large)		$ 825.00 each		
Garton	1			
Hillis	1			
McKinley	1			
Rice	1			
	4		**Total**	**3,300.00**
Paper cutter		$ 248.00 each		
Brooks	1			
Cowles	1			
Jefferson	1			
Phillips	1			
Rice	1			
	5		**Total**	**1,240.00**
Scroll saw		$ 200.00 each		
Park Avenue	1			
Mann	1			
	2		**Total**	**400.00**

Electric pencil sharpener (heavy duty)

King	1
	1

Total 24.00

Equipment Replacement Total $ 15,657.96

Equipment Additional

Clay cabinet (damp proof) $575.00 each

Hillis	1
Howe	1
Hubbell	1
Mitchell	1
Phillips	1
Wright	1
Park Avenue	1
	7

Total 4,025.00

Rack, Kraft paper 24" $ 13.67 each

Mann	1
Wallace	1
Wright	1
	3

Total 41.01

Potters wheel (electric) $611.00 each

Greenwood	1
Mann	1
McKee	1
Stowe	1
Wallace	1
	5

Total 3,055.00

Etching press $950.00 each

Park Avenue	1
	1

Total 950.00

Additional Equipment Total $8,071.01

General Supplies (supplementary supplies for exhibits, special projects, and elementary schools with low art budgets)

Linoleum cutting tools $2.00 each
(handle with V cut and V cut blade)

Lovejoy	30
Lucas	24
McKee	24
McKinley	30
	108

Total 216.00

T - square $ 4.94 each

Monroe	5
	5

Total 24.70

Glue sticks			$ .22 each	
	Lovejoy	48		
		48	**Total**	**10.56**
Mount board			$ .84 each	
	All	300		
		300	**Total**	**252.00**
White drawing paper (12 x 18")			$ 8.13 ream	
	Monroe	12		
		12	**Total**	**97.56**
Drawing pencils			$ 1.26 dozen	
	Lovejoy	5		
		5	**Total**	**6.30**
Markers			$ .11 each	
	Lovejoy	400		
		400	**Total**	**44.00**
Construction paper (12 x `18")			$ .85 ream	
	All	18		
		18	**Total**	**15.30**
Markers (12 per box)			$ 7.35 box	
	King	3		
		3	**Total**	**22.05**
Rulers			$ 1.08 each	
	King	30		
	Lovejoy	30		
	McKee	5		
		65	**Total**	**70.20**
Scissors (Fisker)			$ 1.02 each	
	Greenwood	4		
	Lovejoy	30		
	McKee	30		
	Wallace	30		
		94	**Total**	**95.88**
Stapling machine			$ 2.77 each	
	Greenwood	2		
	Hillis	3		
		5	**Total**	**13.85**
Wiping cloth			$ .69 each	
	McKee	10		
		10	**Total**	**6.90**
Paper punch			$ 3.13 each	
	McKee	3		
	Stowe	2		
	Wallace	6		
		11	**Total**	**34.43**

42

Crayons			$ .31 box	
	Lovejoy	100		
	McKee	8		
		108	**Total**	**33.48**
Tongue blades			$ 3.30 box	
	McKee	1		
		1	**Total**	**3.30**
Muslin			$ 1.63 yard	
	McKee	10		
		10	**Total**	**16.30**
Tempera paint			$ 1.80 pint	
	McKee	7		
		7	**Total**	**12.60**
Elmer's glue			$ 1.02 pint	
	McKee	8		
		8	**Total**	**8.16**
Colored pencils			$ 2.30 box	
	Lovejoy	15	**Total**	**34.50**
Flurescent crayons			$ 1.22 box	
	Granger	24		
	Lovejoy	54		
	McKee	16		
	Pleasant Hill	12		
	Rice	24		
		130	**Total**	**158.60**
Watercolor pencils			$ 3.45 box	
	Brooks	12	**Total**	**41.40**
Elmer's blue glue			$ 1.18 each	
	Lovejoy	15		
	Lucas	12		
	Pleasant Hill	12		
	Stowe	12		
		51	**Total**	**60.18**
Clip boards			$ 1.85 each	
	Lucas	12	**Total**	**55.50**
Sketch and draw boards			$ 1.94 each	
	McKinley	30	**Total**	**58.20**
Compass			$ 1.07 each	
	Wallace	25	**Total**	**26.75**
Paper, Kraft			$ 10.49 roll	
	Mann	1	**Total**	**10.49**

Chalk, colored		$ 3.83 box	
Mann	1	**Total**	**3.83**
Draw in hook threader for loom		$ 1.19 each	
Mann	24	**Total**	**28.56**
		General Supplies Total	**$1,461.58**

****

Professional Technical (workshop needs, in-service, graphic supplies, photographic needs, visual resource supplies)

Workshop		
Photo film and developing		250.00
Mi-teints colored paper (150 sheets at $1.16 each)		174.00
Markers (240 at .11 each)		26.40
Mat board (colors -- 32 x 40", 50 sheets at $5.00 each)		250.00
Tape, glue, miscellaneous		150.00
	Total	**850.40**

Budget Summary for 1995-1996

Total budget for 1995-1996 $18,200.00

APPENDIX C

ART ADVISORY COUNCIL MEMBERS

Present members include:

Elementary Schools:

Sharon Campbell
Pleasant Hill

Melinda Kabel
Moulton

Nancy Welch
Perkins

Middle Schools

Carol Bittner
Hiatt

Mara Brown
Hoyt

Judy Brunk
McCombs

Senior High Schools:

Jerry Goodrich
East

Betty Mathers
Hoover

Donna Yeast
Lincoln

Community Members:

Peggy Leonardo
Des Moines Art Center

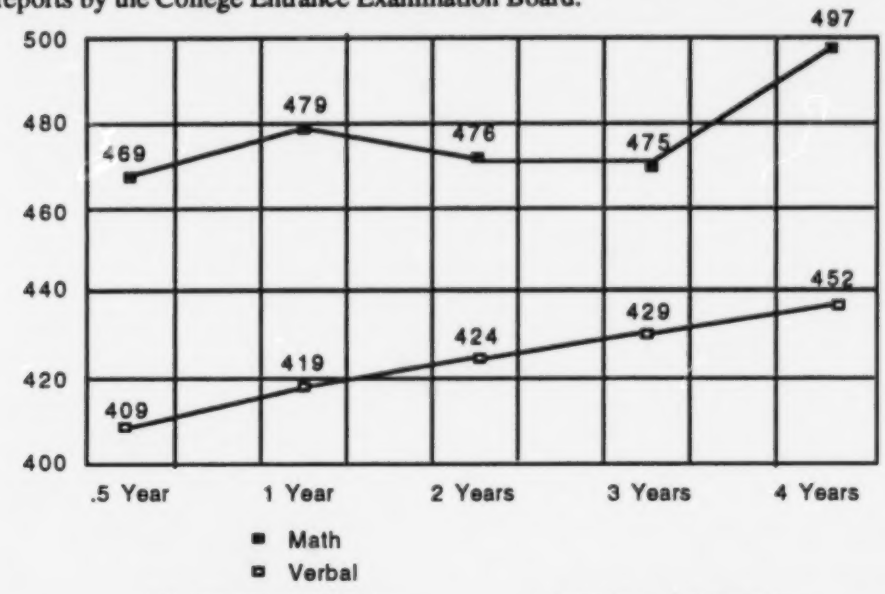
Dr. John Hicks
Drake University

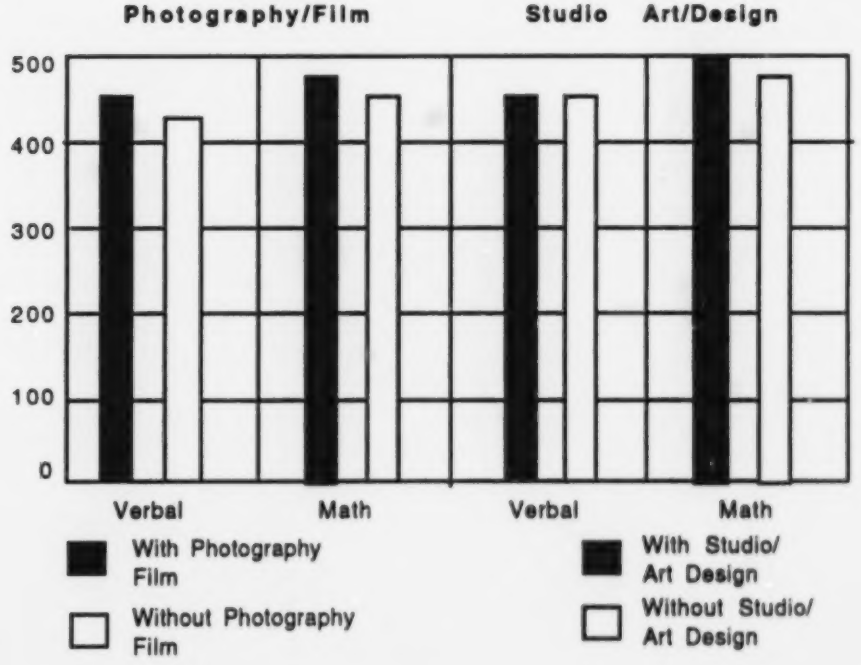
Dana Shaeffer
Grand View College

Appendix D
National Art SAT Results
NON-ARTS PEERS ON SATS

"The arts are a frill," proclaim the back-to-basics budget-cutters. But National SAT scores tell a different story. As listed in Volume 27, Number 5 of Iowa Arts News.

Students of the arts consistently outperform their non-arts peers on the SAT, according to reports by the College Entrance Examination Board.





APPENDIX E
VISUAL ARTS
North Central Evaluation

School
Hoover High School

Teachers
Betty Mathers
Robert Wilkerson

Major Expectations

Expectations are those expressed beliefs that govern the activities of personnel and organizations. major expectations communicate the substance and outcomes of school programs. They are the reference from which behaviors are judged to be reasonable, necessary or appropriate by all school participants. Expectations are expressed in the form of goals and organizational procedures. Expectations should be consistent with district and school goals and be reelected in the formation of student programs. They are expressed in the day-to-day activities of personnel. However expressed, expectations become the most powerful standards for quality in a school.

Visual arts, as used here, refers to objects and experiences with materials such as the following: painting; drawing; printmaking; collages; sculpture, including mobiles; assemblages; light photography; films; television; theater design; crafts, such as ceramics, fiber arts, jewelry, metal work, enameling, works in wood, paper, plastic, and other materials; environmental arts, such as architecture, urban design, landscape architecture, interior design, product design, clothing design, and graphic communication, in both personal and public environments.

There should be evidence that the visual arts program is influencing the entire school community. The program is viewed as an integral part of the overall mission of the school. Are should challenge the intellectual, creative, emotional, and communicative powers of each student. The program should seek to have all students become aware of the relationship and importance of the visual arts to the growth of a free and democratic society.

The following are major expectations commonly associated with an effective visual arts program

- Students experience a sequential program of art instruction that is balanced to include the study of aesthetics, art , criticism, art history, and are production.
- Students develop a sensitivity to aesthetic values, including qualitatively significant skills in organizing and expressing visually their ideas, personal feelings, experiences, and aspirations.
- Students acquire critical, historical, and aesthetic concepts in the visual arts to understand regional, national, and world cultures.
- Students acquire an understanding or regional, national, and world cultures.
- Students develop personal skills through a study of the visual arts.
- Students develop awareness of the visual arts as they relate to art careers and related professions.
- Students develop the sensitivity, visual discrimination, and judgment needed to enhance the visual environment including personal life, home, school, and community.
- Students become discriminate consumers of the visual arts.
- Student involvement in the visual arts program is visually evident throughout the school.
- Students use the visual arts to build and enrich both private and communal environments.

APPENDIX E (cont.)

Evaluation

1. Indicate the extent to which the expectations for the visual arts program are consistent with:
   a. The school and community characteristics.
      - *The community support is good; art classes have painted advertising signs on windows of local stores; parents have attended the Regional Scholastic Award Ceremony and attended the reception at the Des Moines Art Center for the Senior High Art Exhibit in which we had twenty students represented.*

   b. The philosophy and goals of the total school program.
      - *Communicating high expectations for achievement.*
      - *Encouraging students to have in-depth involvement in and perceptual response to visual experiences.*

2. Indicate the extent of the commitment to these expectations.
   - *Highly committed instructors encourage students high expectations.*
   - *Continually encouraging students to develop higher order thinking skills and problem solving skills.*

3. Indicate the extent to which these expectations are appropriate for the needs and interest of the students.
   - *Providing multi-ethnic/non-sexist curriculum objectives in both cognitive and affective areas.*
   - *Incorporating problem solving strategies which help students meet the needs of our global society.*

4. Indicate any problems in achieving these expectations.
   - *Lack of training in dealing with special education students who are integrated into regular classes.*
   - *Students inability to take art classes because of six period day and academic requirement.*
   - *Physical education requirement prevent students from taking art -- contract P.E. is used for music and not art.*
   - *Do not feel Commercial Art Program at Central Campus is supportive.*

Follow-up to Previous Evaluations

1. Describe three to five significant changes currently in effect resulting from the recommendations of previous accreditation evaluations, state educational agency reports, legislation, local assessments, follow-up studies, opinion inventory surveys, needs assessments, etc. (specify the source of the impetus for change).
   - *Installation of ventilation has <u>not</u> been implemented. (A ventilation system was installed 1994-95)*
   - *Course outlines have been updated.*
   - *Curriculum has been updated; graphic arts course has been added.*

2. Describe any recommendations of more than three-years standing resulting from accreditation evaluations that have not been implemented and indicate the rationale for those decisions.
   - *Major need for ventilation system in Room 146. (A ventilation system was installed 1994-95)*
   - *When using kiln to burn-out wax, etc., strong fumes cause severe headaches. (A ventilation system was installed 1994-1995)*

APPENDIX F

ART STAFF TO TOTAL STUDENT ENROLLMENT RATIO COMPARISON

Elementary Schools

	1995-96	1992-93	1989-90	1987-88	1985-86
Positions	36	35.7	30.1	29	24.6
Buildings Served	42	42	41	41	41
Number of students per teacher	432	436	500	536	713

Student numbers indicate actual teacher load. All Elementary students have art, except for the Downtown School

Middle Schools

	1995-96	1992-93	1989-90	1987-88	1985-86
Positions	11	11	11.5	12.5	13
Buildings Served	10	10	10	11	11
*Number of students per teacher	621	613	543	447	500

High Schools

	1995-96	1992-93	1989-90	1987-88	1985-86
Positions	12.5	12.5	12	11.6	14
Buildings Served	8	8	8	8	8
*Number of students per teacher	654	611	656	692	674

Total Number of Positions	59.5	59.2	53.6	53.1	51.6

* Secondary student numbers are based on total building enrollments not actual art enrollments.

APPENDIX G

SECONDARY SCHOOL EQUIPMENT NEEDS

(COMPILED FROM ANNUAL ASSESSMENT)

School	*Equipment Needing Repair	Equipment Needing Replaced	Additional Equipment Needed	Cost Estimate
Brody	no request			0
Callanan			Clay Cabinet Paper Cutter	823
Casady			Clay Drying Cabinet TV/VCR	1,044
Goodrell			Portable sewing machine Computer/printer	4,990
Harding			Splash pan for potters wheel	60
Hiatt	sewing machine	nine student chairs, present ones gives splinters and snags clothes	One storage unit for student folders	1,325
Hoyt	no request			0
McCombs			Paper cutter	248
Meredith	no request			0
Merrill	kiln display panels (2)		Three clay cnt. dollies	410
Weeks	no request			0
Central Campus		twelve drawing Boards	Computers Quarkxpress Software	692
East		paper cutter matt cutter	Air compressor Air brushes	781
Hoover	kiln			60
Lincoln			Drawing Boards	204
North	display panels drill press easels mat case paper cutter		Band saw Potters wheel Scroll Saw	4,531
Roosevelt	no request			0
Scavo			Storage cupboards	2000
			TOTAL	**17,168**

* Repairs are covered by a supervisory account.